

Title: Smart Shopping Facilitated Discussion

Target Audience: PG, BF, PP

Objectives: The participant will:

1. Plan before shopping to save money.
2. Be able to compare unit prices at the store.
3. Be able to identify several ways to make the best purchase at the store, based on price and nutrition.

Teaching Materials Needed:

1. Copies for each of the participants of the following handouts:
 - a. Unit Pricing: Pasta
 - b. Unit Pricing: Pasta Sauce
 - c. Unit Pricing: Cheese
 - d. Shop Smart! Get the Most Nutritious Foods for Your \$\$\$ (English and Spanish, as needed)
2. Flip chart or large notepad
3. Some pens/pencils; marker for flip chart
4. Blank, lined paper; enough for every participant
5. If participants bring children, provide some children's books/coloring pages, blank paper and crayons.

Advance Preparation Needed:

1. Make copies of all handouts needed.
2. Obtain blank, lined paper, children's books/coloring pages, blank paper, crayons, pens, pencils.
3. Obtain a roster of those scheduled to attend.
4. Set up area with number of needed chairs in a circle. May need one table to set food items and handouts on.
5. Set up flip chart or large notepad with marker.

Class Outline and Methods:

1. This is designed to be a facilitated discussion – prompt attendees to share and discuss. This is designed to last about 20 - 30 minutes.
2. If at all possible, put chairs in a circle. You, as the leader, will sit in one of the chairs in the circle. This communicates that you are one of the

- group. (If children are brought to the class, have some books and coloring pages and crayons available.)
3. Have everyone in attendance initial or mark their name for attendance. Have any walk-ins write their names if your clinic allows this. Explain to the group that this is a class about smart shopping, and that you will be leading the class, but you want everyone to contribute their ideas. Explain that you will be starting out with a sharing activity, and then there will be a group discussion.
 4. Begin with an icebreaker activity, such as the one below, or use your own.
 - a. Have everyone pair up with a partner – preferably someone they don't know. Ask each pair to find out their partner's name and when they think is the best time of day/night to grocery shop. Then have everyone introduce their partner and share their partner's preferred time to shop.
 5. Now, ask everyone in the group to discuss if there is agreement on when is the best time of day/night to grocery shop. List the reasons on the flip chart. Some reasons given might be: when the store is less busy; when it is a cooler time of day (summer) or warmer time of day (winter); when someone can watch the children, so the adult can shop alone\$; the day that meats/breads are marked down\$; the day that new produce is delivered; the day the store has "in-store specials"\$; the day that WIC checks are picked up, etc. Discuss that many of these are good reasons to shop at that time and several can help save money (those marked with \$).
 6. Now, have everyone give their best ideas on how they save money on groceries. List the ideas on the flip chart. Ideas given may be: check the grocery ads for specials; make a grocery list; compare prices between brands at the store; don't shop when hungry; buy lower cost items to stretch meals, such as rice, beans, oatmeal, bread; buy less meat or less expensive cuts of meat; plant a garden; buy less premade or convenience items and make homemade items; etc. Encourage everyone to copy down some of these ideas on their blank paper, so they can try them.
 7. If one of the ideas shared was to compare prices between brands of food, explain that today they will do an activity on using unit pricing at the store to compare prices of items. Ask the group if they have noticed the unit pricing shelf label at their grocery store?
 8. Distribute the handouts: Unit Pricing: Pasta, Unit Pricing: Pasta Sauce, Unit Pricing: Cheese. Explain the parts of the unit price label. Then, have everyone work on filling out the handout on Pasta. Once everyone

- has completed it, discuss the correct answers. Ask for questions, then do the same with the Pasta Sauce and Cheese handouts.
9. Now discuss the concept of buying smart by buying healthy. Have the group share some consequences of buying more fruits, vegetables and whole grain foods vs. sugary, salty, fatty foods. Examples might be: better health, normal blood sugar, normal blood pressure, keep weight down, better for healthy teeth. All of these result in fewer doctor/dentist visits, which saves money.
 10. Distribute the handout, Shop Smart! Get the Most Nutritious Foods for Your \$\$\$\$. Review the handout, especially the second page on calculating the better value of each example listed. Point out that the shopping list in the box includes a total of 3½ pounds of fresh fruit, package of frozen green beans and can of corn, all for less than \$5.00!

Evaluation:

Ask everyone to write down an idea that they plan to try on saving money on groceries. Or use an evaluation of your choosing.